

ABSTRACT

RESEARCH PAPER: The Effect of an Educational Intervention on Information-seeking

Behaviors of New Graduate Nurses

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Sound information-seeking processes are essential to nurses' clinical decisions and the delivery of safe patient care. Research suggests that experienced nurses prefer to gain information verbally from colleagues over formal **information sources, such as policies, procedures, and research.** As technologies advance and options for accessing information proliferate, research is lacking on nurses' information-seeking behaviors, especially of new nurses. Furthermore, no research has examined the effect of clinical simulations on information-seeking behaviors of new nurses. This study explored information-seeking behaviors before and after an educational intervention incorporated within simulated patient care scenarios for new nurses and compared new graduate nurses' information-seeking behaviors to those of experienced nurses. Framed by Wilson's (1999) decision-making model, this pre-test post-test single-site study was conducted with a convenience sample of registered nurses ($n = 80$). Participants reported sources of information for clinical decisions and frequency of usage before and after an educational intervention incorporating use of electronic and policy-based resources. Results illuminate an important element of the clinical decision-making processes of new nurses and guide educators and preceptors in shaping the information-seeking behaviors of new nurses.